

A THESIS

**TYPES OF READING COMPREHENSION QUESTIONS IN
“CONTEXTUAL ENGLISH 2013” FOR GRADE ELEVEN ACCORDING
TO BARRETT TAXONOMY**

As Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in
English Language Teaching Faculty



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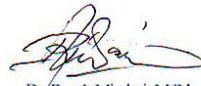
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ABSTRACT

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Keyword: *Reading Comprehension Text, Reading Comprehension Questions, Theory of Questions, and Barrett Taxonomy.*

Reading is one of the important skills and has already been taught at school since the early years of schooling. Reading texts can be long or short in the passage and usually they are followed by some number of questions below the text. The purpose of the questions is to help the students understand the passage as well as to get the main idea of the text. Reading comprehension is important because it can increase students' knowledge and to make the readers think more critically.

This study analyzes the reading comprehension question types in “Contextual English 2013 SMA for eleven grades”. The analysis is based on Barrett Taxonomy. There are four types of Barrett Taxonomy (Literal Recognition or Recall, Inference, Evaluation and Appreciation). There are 323 questions reading comprehension questions in the textbook and they are classified using a checklist to judge the reading comprehension types of questions according to Barrett Taxonomy.

The result of the analysis showed that the four question types were found in the textbook but there were only few questions of higher levels (Evaluation 13% and Appreciation 4%). On the contrary, most of the questions were of lower levels (Literal Recognition or recall 29% and Inference 54%).

In conclusion, the English textbook entitled “Contextual English 2013 SMA for eleven grades” can be used as the material for reading comprehension questions skills. However, some higher order thinking questions should be added to help the students to learn to think critically. It is recommended that the teachers create some higher questions thinking skills so the students can think critically and the total number of questions lower order thinking skills and higher order thinking skills can be balanced and ideal.